

**KENTUCKY BOARD OF EDUCATION
REGULAR MEETING
DECEMBER 8-9, 2004**

**STATE BOARD ROOM
1ST FLOOR, CAPITAL PLAZA TOWER
FRANKFORT, KENTUCKY**

SUMMARY MINUTES

The Kentucky Board of Education held its regular meeting on December 8-9, 2004, in the State Board Room, First Floor, Capital Plaza Tower, Frankfort, Kentucky. The Board conducted the following business:

Wednesday, December 8, 2004

CALL TO ORDER

Chair Keith Travis called the full Board meeting to order at 8:35 a.m.

ROLL CALL

Present for the meeting were Janice Allen, Dorie Combs, Bonnie Lash Freeman, Jeff Mando, Helen Mountjoy, Hilma Prather, David Rhodes, David Tachau, Keith Travis, Janna Vice and David Webb. Absent was Tom Layzell.

APPROVAL OF MINUTES

Hilma Prather moved to approve the October 6-7, 2004 and November 3, 2004, regular meeting minutes. Helen Mountjoy seconded the motion. The motion carried.

REPORT OF THE PRESIDENT OF THE COUNCIL ON POSTSECONDARY EDUCATION

Dr. Jim Applegate was present to give this report in lieu of Dr. Tom Layzell. Dr. Applegate reported the following:

- The Kentucky Educational Television Network, the Public Broadcasting System (PBS) and the Council on Postsecondary Education have joined together for a "GoHigher" campaign. Seventeen to thirty meetings will occur around the state to look at high schools and how to encourage a college-going culture in high schools. A three-part series will be featured by PBS. Kentucky is one of the primary partner states on this initiative.
- A mandatory placement policy was passed by the Council on Postsecondary Education with the American Diploma Project being the impetus for this action.

The policy describes what students need to know and be able to do to avoid remedial courses when they enter college. The policy is not yet in a user-friendly format but will be developed into a brochure. Those students that score 18 and above in English will be placed in a credit-bearing college course and those scoring 19 and above in mathematics will be placed in a credit-bearing course.

REPORT FROM THE PRE-K TO 16 COUNCIL

Bonnie Lash Freeman indicated that the council will not meet until next week and thus said no report exists at this time.

REPORT OF THE COMMISSIONER OF EDUCATION

Commissioner Gene Wilhoit reported on the following items:

- Although the final federal budget has not been signed, there is agreement in both houses on most of the items as far as education goes. Title I and special education funds will be straight-lined for next year and generally the federal education funds will be stable within the coming year.
- Attention was called to a piece in the Kentucky School Boards Association (KSBA) Advocate publication that focused on students' health. KSBA was characterized as a wonderful partner and it was noted that local boards of education are taking responsibility for health initiatives. With the passage of the health-focused resolution by the Kentucky Board of Education as part of its legislative package, the responsibility would be placed at the local level and with the efforts of KSBA and the local boards, it looks like health efforts are coming together.
- Scott Trimble was recognized for his retirement and 31 years in the assessment and accountability field. It was noted that Scott Trimble helped to develop Kentucky's first general assessment and has been a leader both at the state level and nationally in the assessment and accountability area. His current role in the Department of Education was recognized. Scott's integrity was highlighted as his most important characteristic that impressed the Commissioner. The following resolution honoring Scott Trimble was then read:

Resolution
by
The Kentucky Board of Education
Commonwealth of Kentucky

To All To Whom These Presents Shall Come:

- Whereas,* The Kentucky Education Reform Act (KERA) of 1990 brought about large-scale systemic reform to the Commonwealth's public school system;
- Whereas,* A central element of education reform is the statewide assessment and accountability system;
- Whereas,* Scott Trimble is recognized nationally for his expertise relative to assessment and accountability;
- Whereas,* Scott Trimble's knowledge and leadership have been crucial to the successful implementation of Kentucky's assessment and accountability system;
- Whereas,* Scott Trimble has performed his work for the Kentucky Department of Education with unfailing integrity; and
- Whereas,* Scott Trimble is retiring from the Kentucky Department of Education after 31 years of service at the distinguished level;

NOW THEREFORE, be it resolved by the Kentucky Board of Education to recognize and extend gratitude to Scott Trimble for his service to the students and schools of this state.

DONE AT THE KENTUCKY DEPARTMENT
OF EDUCATION, in the city of Frankfort, this
eighth day of December, in the year Two Thousand
and Four.

Keith Travis, Chair
Kentucky Board of Education

Gene Wilhoit, Commissioner
Kentucky Department of Education

- Helen Mountjoy moved to approve the resolution and Dorie Combs seconded the motion. The motion carried. Additionally, Barbara Trimble, Scott's spouse, was recognized as being present.
- The latest CATS score release was highlighted through a packet of materials that was previously used by the Commissioner to do a presentation on this topic to the Education Assessment and Accountability Review Subcommittee and Interim Joint Committee on Education. Attention was drawn to page 14 of the packet that showed the number of schools getting to the goal with the trend being that schools are moving forward overall and there is movement into the upper categories. It was noted that Kentucky had the fewest number of schools in the assistance category for this score release in the history of the program. On pages 16 and 17 of the packet, general observations were made including the fact that the movement is not as dramatic at the high school level and that many high schools are not on track to make the goal. The Board was reminded that the Department does have a high school initiative underway to help address this problem. Another observation was that achievement gaps among students still exist with the most pronounced gap being among students with disabilities. However, it was noted that there is still a problem between achievement of the poor/non-poor students, African-American/white students and students with English language deficiencies. On a final note it was highlighted that the level of literacy evidenced by the scores is good news but that in mathematics the results are more stable than they ought to be. Also, it was emphasized that results show the benefits of early childhood education efforts.

GOOD NEWS FROM SCHOOLS AND DISTRICTS

The following items of good news were shared by the speakers noted below:

- Helen Mountjoy reported that the Kentucky Department of Education has received the Affirmative Action Achiever Award from the Personnel Cabinet's State Equal Opportunity Employment Office for its outstanding commitment to ensuring gender and ethnic diversity in state government. KDE has surpassed the female employment goal of 52.2% with a level of 70% and surpassed the minority employment goal of 7.52% with a current Frankfort-based total of 13.4% and a KDE department-wide total of 12.3%. Congratulations to KDE on exceeding expectations in these areas.
- David Tachau shared that on Monday, November 15, Commissioner Wilhoit, Deputy Commissioner Linda France, Associate Commissioner Johnnie Grissom and Barb Kibler spent the morning visiting Kentucky School for the Blind (KSB) classrooms talking with students and staff. During a special assembly, the Commissioner presented KSB Principal Jeannette Wicker with a flag of excellence for passing the recognition point of 77. Congratulations to the staff and students at KSB for this achievement and much appreciation for all the hard work that resulted in this honor.

- Dorie Combs commented that Fayette County's Martin Luther King Jr. Academy for Excellence received the nation's outstanding alternative school honor at the 94th meeting of the International Association for Truancy and Dropout Prevention, Inc. in New Orleans in November. Martin Luther King Academy was recognized for its staff empowerment, professional development and cutting edge leadership. Its academic achievement has been impressive, but even more impressive is the fact the school graduated two students three years ago and 118 last year. Congratulations to the staff and students for this outstanding achievement.
- Janice Allen reported that since 1990, Food City's "Apples for the Students Program" has raised nearly \$8.5 million for much needed technology equipment for students in 63 counties in Kentucky, North Carolina, Tennessee, Virginia and West Virginia. Pike County Schools received \$21,563 during the 2003-04 school year from the grocery chain. Students, parents, teachers and other school supporters saved cash register receipts from Food City stores and turned them in at local schools. The schools redeemed the receipts for educational equipment. This is a great example of a school/business partnership and we commend Food City for this program.
- David Webb offered congratulations to Penny Roberts, Longest Elementary in the Muhlenberg County School District for being named Kentucky's 2005 Elementary School Teacher of the Year; Billie Travis, Georgetown Middle School, for being named 2005 Kentucky Middle School Teacher of the Year and Debbie Fowler, Hart County High School, for being named 2005 Kentucky High School Teacher of the Year. Additional congratulations went to Ms. Travis for being named the overall Kentucky Teacher of the Year winner.

BOARD MEMBER CONCERNS

Chair Keith Travis asked if there were any Board member concerns and the following item was expressed:

- Jeff Mando indicated that he is hearing more and more about the possibility of Senate Bill 221 being filed by Senator Katie Stine. He noted that this bill is said to cause adjustments in the SEEK formula. Mando indicated that different views exist on the impact of this bill and he asked for more information to come forward at the February meeting so that the Board could decide if this is something on which it wants to take a position.

KDE EMPLOYMENT REPORT

It was noted that a report on the history of the Department's personnel cap was located in the Board's meeting folder.

2005 LEGISLATIVE AGENDA THE KENTUCKY BOARD OF EDUCATION – PREVAILING WAGE

Deputy Commissioner Kevin Noland and Legislative Liaison Bonnie Brinly came forward for this agenda item. Noland indicated that staff was asked to bring back information relative to prevailing wage and whether it would become part of the Board's legislative agenda for the 2005 session. He noted that during the 2004 legislative session, the Board made a decision not to take the lead on this issue but decided that it would express an opinion if asked.

Chair Travis said that this is a challenging issue but should not be a divisive one for the Board. Helen Mountjoy went on to ask that if the item becomes a part of the Board's legislative agenda, what would this mean and what other vehicles are available to support legislation.

Deputy Commissioner Kevin Noland responded as follows:

- If prevailing wage is part of the Board's legislative agenda, staff would see that a bill is drafted, a sponsor is found and that partners are brought on board to support the legislation.
- An option that could be pursued is to take the issue to the Education Coalition to see if they want to take the lead on prevailing wage.
- Still one more possible course of action is to watch the legislative session and be ready to express an opinion on prevailing wage if asked.

The following discussion and comments occurred relative to prevailing wage:

- Whether this issue is part of the Kentucky School Boards Association's legislative agenda was requested and it was reported that this organization wants the statute amended to make an exception for school districts relative to construction projects.
- Until about eight years ago, school districts were exempt from prevailing wage and then legislation was passed requiring the element.
- In the Legislative Research Commission's Program Review and Investigations Committee study of prevailing wage, 96% of superintendents reported that prevailing wage had increased the initial cost of construction and only 4% thought the increased wages improved quality.

- The purpose of the prevailing wage law is to increase wages for struggling families and the Board may be offending some of its partners that got prevailing wage passed if it supports exempting districts from this requirement. Board members are not experts on the economy and the Board should not enter policy making in this area.
- As a compromise measure, the Board could take the position it did last year on prevailing wage.
- If prevailing wage is part of the Board's legislative agenda, Department staff has to do all the legwork and thus the question surfaces of how many legislative items a two-person staff can manage. Also, another question exists as to how many items can get attention during a thirty-day legislative session. Perhaps there are others who can more efficiently take the lead on this issue. The Board needs to decide what items to support that are most important to impacting student learning and limit its legislative agenda to what it can do well.
- From the perspective of a former local Board member, prevailing wage did have an impact on a school district's ability to pay for construction projects. There are members of the state senate who would sponsor a bill on prevailing wage, but they have indicated that the Board needs to step up and take a position, too. School districts should have the option of whether to implement prevailing wage.

At this point, Keith Travis moved to seek sponsorship for a bill on prevailing wage that would endorse suspending the prevailing wage requirement for school construction for two to five years to study the impact. David Webb seconded the motion. Janice Allen then moved to table this motion until tomorrow so that it could be determined if the Kentucky School Boards Association is including this item in its legislative agenda and Bonnie Lash Freeman seconded the motion. The motion carried with Janna Vice voting no.

HEARING OFFICERS REPORT

Deputy Commissioner Kevin Noland reported that at the October meeting of the Legislative Research Commission's Regulation Review Subcommittee the Board's regulation on giving diplomas to Korean War veterans was approved.

Noland moved on to explain that at the end of every accountability cycle the Board considers appeals of performance judgment on CATS that school districts are allowed to file. He indicated that the Department has received requests for appeals and will be bringing those to the Board that cannot be resolved after data review and dialogue with the local level. Noland stated that a Hearing Officer will be needed for those appeals that are disputed and said the recommendations of the Hearing Officer would come to a Board committee. At the February meeting, he indicated he will be asking the Board to appoint a Hearing Officer and a committee that would deal with approximately five appeals.

Noland then moved on to the Statement of Consideration that was prepared by staff on the Secondary GED regulation. He reminded the Board that it gave final approval to this regulation in October, which permits local districts to have the option to offer a local secondary GED program. Then, he explained that a public hearing was held the following month and comments were received from one person at the hearing. Noland stated that staff drafted a Statement of Consideration for the Board's action and noted that most of the comments received are more appropriately addressed by a written response to the person. He indicated that he had drafted a nine-page response that will go to the person and said he would share it with the Board.

At this point Jeff Mando moved adoption of the Statement of Consideration as presented and David Webb seconded the motion. The motion carried. Jennifer Carroll was publicly thanked for her professionalism and hard work on this regulation.

ANNOUNCEMENTS

Chair Keith Travis made the following announcements:

- A five-minute break will occur and then the Assessment Committee will convene with all Board members sitting at the table and voting by the full Board occurring at the end of the Committee's discussion on each item, when action is necessary.
- The Board will hold a group dinner tonight at 7:00 p.m. with no business being conducted.

ASSESSMENT COMMITTEE MEETING

Action/Discussion Items

1. **Criteria for Dissemination of Commonwealth School Improvement Funds (CSIF).** Associate Commissioner Steve Schenck introduced the item and Division Director Pat Hurt went over the highlights in the staff note. Schenck noted that the additional data asked for by the committee chair and vice chair were being given out as handouts. This included ways schools spent CSIF dollars and data on those schools that are repeaters in the "assistance" category.

The following comments were made relative to this item:

- A concern was expressed that there are other low-performing schools not in the "assistance" category that are in great danger of not reaching proficiency by 2014.
- Perhaps prior to the next round of approval for the dissemination of Commonwealth School Improvement Funds, the board could get a report on the use of these funds and how many schools are likely to be repeaters in the "assistance" category. Concern was expressed about what is being done at the district level to advance the work of low-performing schools.

- Associate Commissioner Schenck noted that in January staff will perform the first district audits triggered by a school that is in assistance more than one biennium. Pat Hurt added that district audits look at how districts are assisting their schools.
- Chair Prather then moved on to say she was pleased that the Commonwealth School Improvement Funds were focusing on eliminating achievement gaps and said she would like some direction from the Board or Commissioner on what the unobligated portion of the funds will be targeted to address.
- Commissioner Wilhoit responded that staff will come back to the Board with a design for the use of the unobligated funds.

At this point Jeff Mando moved to accept the recommendation of staff for disbursement of the Commonwealth School Improvement Funds as presented and Janice Allen seconded the motion. The motion carried.

Review Items

1. **Reviewing, Updating and Organizing the Content and Student Performance Standards.** Deputy Commissioner Linda France reported that staff has been working with Brian Gong and West Ed on Kentucky's core content so that power standards can be identified. She stated that staff is trying to get away from the mile-wide and inch-deep concept and make the core content more manageable. France emphasized that the example provided in the Agenda Book is not the final format for the core content.

Nancy LaCount added that staff is using the current format found in the Board's Agenda Book to begin the work and make decisions on location of skills and format, etc.

Hilma Prather emphasized that format is of utmost concern because it must be readily understandable by a variety of audiences. She noted that the document could be huge if we attempt to accomplish all the things that have been suggested.

Linda France added that staff is thinking of a different document perhaps for different purposes. She explained that there could be one document for teachers, one for test development and perhaps one for parents. France noted that a grade level breakdown will be included.

Commissioner Wilhoit stated that more specific descriptors will exist than in the past and the use of verbs will be evident.

Chair Prather moved on to state that it seems it will depend on the subject area as to the degree of change in the core content with math and writing perhaps changing more. Nancy LaCount agreed but indicated that social studies will also

require more change. LaCount pointed out that some of the changes will impact the Program of Studies. Chair Prather continued that the Board needs to understand there is a likelihood that the Program of Studies will have to be opened and revised if there is significant change to some areas of the core content.

The following comments and discussion were made regarding the schedule or calendar for the core content work:

1. Regarding the review of the work by groups, some significant changes are being considered and there is a fine line between updating and revising the core content. If it is in fact a revision, the statute is specific about what groups are to be involved in the review.
 2. The work is two-pronged, one part is how to develop and refine the core content for the contractor and the second is how it will be disseminated to the field and teachers for use. These items need to be built into the schedule. As follow-up for future work, staff needs to make sure that the different constituencies required to review changes in the core content are consulted and their input is considered. Also, staff must hold to the charge that simplicity and clarity of the document is needed, alignment is of immense importance and a balance between revision, reviewing and updating must be struck.
2. **Update on the CATS On-Line High School Prototype.** Present for the discussion were Deputy Commissioner Linda France, Division Director Bill Insko and Senior Systems Engineer Roger Ervin. Commissioner Wilhoit reported that staff is trying to meet the challenge of testing the idea of on-line assessment and reminded the Board that a pilot will occur this spring. He explained that the pilot will involve 10th grade social studies and 11th grade reading and stated that an invitation to participate went to all schools along with the criteria necessary for participation. Wilhoit noted that this will be a control group environment with some students taking the test through the traditional paper/pencil method and others through technology. He said that the multiple-choice will be scored electronically and the open-response will be scored by the contractor. He shared that the two products of the pilot would be the degree of smooth administration and feedback on scoring that could be applied to a broader scale.

Chair Prather then pointed out that it is a requirement of the *No Child Left Behind Act* that it is forcing a quicker turnaround and she noted additionally, schools need the results sooner to formulate instructional plans.

Jeff Mando stated that he was concerned over the demographics of the pilot and questioned whether the pilot will give us the information needed on whether we can do this on a broader scale.

Commissioner Wilhoit replied that the pilot will not give us all the information we need, certainly not the impact on the total assessment. He stated that there must be a larger mass to provide that information. Wilhoit went on to say that we will not know if the on-line assessment will work within every context. He did emphasize that he was comfortable with the diversity of the participants.

Mando went on to say that the Department needs to be careful about what is construed from the results.

Commissioner Wilhoit responded that research from other states will be helpful to this initiative and he noted that staff may come back and say that there are some conditions around testing that need to be evaluated.

Chair Prather pointed out that even if the on-line pilot goes well, the lack of technology funding is a barrier to going full-scale with on-line testing.

David Tachau then stated that there is a need to know the impact of technology versus paper/pencil testing on student learning styles for test taking.

Commissioner Wilhoit responded that Educational Testing Service and the University of Kentucky are proposing to study the issues surrounding on-line testing.

KSB/KSD OVERSIGHT COMMITTEE MEETING

Action/Discussion Items

1. **Presentation of the Plans from the Kentucky School for the Blind (KSB) and Kentucky School for the Deaf (KSD) Facilities Planning Committees.** KDE staff member Bill Stearns began the presentation by introducing each of the local planning committee members from the two schools. Then, Division Director Mark Ryles thanked both committees for their participation and hard work. He emphasized that it was a team effort and that consensus on the plans at both schools will enable instruction to move forward.

Next, Byron Wilson and Mike Jamison from the Kentucky School for the Deaf came forward and summarized the major elements of the Kentucky School for the Deaf facilities plan.

Comments about the Kentucky School for the Deaf facility plan included:

- The square footage is presented holistically rather than prioritized.
- The facilities planning committee at KSD felt that this approach needs to be considered as a package and that is why all of the square footage is presented together instead of prioritized.

- Six recommendations from the facilities planning committee at the Kentucky School for the Deaf were noted in their facilities plan as follows:
 - It is recommended that the Kentucky Board of Education (KBE) and the Kentucky Department of Education (KDE) support budget language in the next General Assembly to have any proceeds from the sale or lease of surplus property returned to the Kentucky School for the Deaf (KSD) for program or facility improvements.
 - It is recommended that the deaf community, KSD, KDE and KBE be involved in on-going communication with the Division of Finance regarding the use of surplus property. It is preferred that an ad hoc committee be formed representing the deaf community to work with decision makers in the Division of Finance to find building uses for surplus property that would support the education and interests of deaf citizens.
 - It is understood that the long-range plan submitted by the Facilities Planning Committee (FPC) defines a general scope of work, and that actual design decisions will be made when a project is implemented. Although the major aspects of the campus plan are defined, there will be some flexibility when actual design decisions are made regarding the configuration of new and existing space, extent of parking, technology, etc.
 - It is recommended that suitable accommodations be made for Jacobs Hall by the Division of Finance in accordance with recommendation 2. It is further recommended that (if possible) outside resources be obtained to maintain the facility, and that the Finance Cabinet and appropriate state authorities assist in assuring the preservation of this historic structure.
 - Note that site lighting is to be defined in site improvements and that the type, color and intensity needs to accommodate the needs of deaf students.
 - It is understood that the new 4,000 sf space in the student center be designed with the proper volume and amenities to utilize the space for elementary physical education.

At this point, Dorie Combs moved approval of the Kentucky School for the Deaf facilities plan and Bonnie Lash Freeman seconded the motion. The motion carried.

Then, Bobbie Beth Scoggins, Director of the Kentucky Commission on the Deaf was recognized to speak and indicated that two additional things needed to be addressed as follows:

- Some mechanism to continue collaboration with the local Danville community such as a committee needs to be created as Phase II of this facilities work.
- Regardless of the facilities plan, people must remember that this is a 24/7 facility and is not a local school district. One outstanding issue is the gymnasium because other schools for the deaf have two of them.

The KSB/KSD Committee agenda continued and Committee Chair Tachau asked Carol Dahmke, a member of the Kentucky School for the Blind facilities planning committee, to come forward and give highlights of the school's facilities plan. Ms. Dahmke brought up one concern in that the public hearing on the Kentucky School for the Blind facilities plan was just held last Thursday and no time was available for the facilities planning committee to come back together to look at the public hearing comments to see if any final changes were needed in the plan.

After hearing Ms. Dahmke's presentation on the plan, Helen Mountjoy moved to tentatively accept the Kentucky School for the Blind facilities plan with the understanding that if the committee comes back together and has further recommendations that impact the plan, it can come back to the Board at the February meeting. Dorie Combs seconded the motion and it carried.

2. **Kentucky School for the Blind (KSB) Advisory Board Appointment.**

Associate Commissioner Johnnie Grissom explained that the advisory boards at both the Kentucky School for the Blind and Kentucky School for the Deaf advise the schools and the Department of Education on major issues. She noted that the majority of the advice is targeted toward the school improvement plans.

At this point, David Tachau moved approval of Jill Griffiths' appointment to the Kentucky School for the Blind Advisory Board and Dorie Combs seconded the motion. The motion carried.

Review Items

1. **Update on Academic Achievement and Progress at the Kentucky School for the Blind and the Kentucky School for the Deaf as indicated by CATS scores.**

Present for the report were Bill Melton and Fran Hardin of the Kentucky School for the Deaf, Jeannette Wicker of the Kentucky School for the Blind and Associate Commissioner Johnnie Grissom. David Tachau expressed his gratitude to the staff of both schools for the academic progress as evidenced by the CATS scores. He then asked Jeannette Wicker to come forward to briefly report on the Kentucky School for the Blind's progress.

Ms. Wicker shared the following about KSB's progress:

- The school's accountability index in 2000 was 39, in 2002 was 55 and in 2004 was 75.

- The school accomplished a novice reduction of 14 percentage points. The accountability index at the elementary level moved from 33 to 81. At the middle school level it moved from 37 to 86 and at the high school level from 60 to 63.
- A concern exists that there is still an inherent weakness in mathematics and the school is working toward a school-wide literacy program.

The presentations continued with a report on the Kentucky School for the Deaf's progress as follows:

- The school's major emphasis is on literature.
- The deaf have difficulty with written expression.
- The academic index moved from 25.1 to 53.6. Emphasis is being given to open-ended response questions.
- The middle school teachers in particular are very innovative.

Associate Commissioner Johnnie Grissom summarized that the overall goals for both schools for future improvement are literacy, mathematics and alignment.

Chair Travis emphasized that he would like to see a regular report on the progress of the Implementation Plan.

Committee Chair David Tachau noted that in January, he has asked for time at the Committee's meeting to discuss the achievement gap that exists for students with disabilities.

MANAGEMENT COMMITTEE MEETING

Action/Consent Items

1. **2004-2005 Local District Tax Rates Levied.** Committee Chair Jeff Mando indicated staff had given the committee a revised list including more districts requesting their tax rates be approved. Associate Commissioner Kyna Koch added that all districts have submitted their tax rates including Leslie County. Mando went on to say that staff has certified these tax rates to be in compliance with legal requirements. At this point Janice Allen moved approval of all the submitted district tax rates levied and David Rhodes seconded the motion. The motion carried.
2. **2004-2005 Local District Working Budgets.** Committee Chair Mando again pointed out that a revised handout of working budgets was given to the committee. Ms. Koch added that all districts' working budgets have been

submitted but noted that all are not cleaned up. She pointed out that Covington Independent's working budget is on the list for approval relative to a later agenda item. At this point Janna Vice moved approval of all the submitted district working budgets and David Webb seconded the motion. The motion carried.

3. **District Facility Plans: Boyd, Lyon, McLean, and Pike Counties.** Committee Chair Mando reported staff certifies that the required process for facilities plans has been followed but asked Mark Ryles to talk about the McLean County plan.

Mr. Ryles reported the following relative to McLean County:

- McLean County was the recipient of Urgent Needs Funding during the last legislative session. In order to receive this funding, it called for the closing of Sacramento Elementary and the building of a new school.
- Subsequently, a lot of community concern was expressed and the decision was made locally not to close Sacramento Elementary. Thus, the Urgent Needs Funding was turned down.
- As part of the new facilities plan, Mr. Charles Gatton has provided additional supplemental funding for continuing the operation of Sacramento Elementary.

Board Chair Keith Travis asked if the submitted facilities plan looked at the long-term.

Mark Ryles replied that the Urgent Needs Funding was to support the previously approved facilities plan to close Sacramento Elementary. He noted that the test scores at the school were good, but said there were financial concerns about keeping the school open. Ryles stated that the Department expressed its concern about maintaining Sacramento Elementary over the long haul. Kyna Koch added that the student enrollment at Sacramento Elementary is 122 and said a flat enrollment is predicted for the future.

David Webb asked if there is any standard for renovations.

Mark Ryles replied that there is guidance for best practices, but no set standard.

Hilma Prather reminded the Board that its responsibility today was to approve the plan if the facilities planning procedure was followed.

Jeff Mando added that staff has certified the district is in compliance with the requirements of the regulation and noted that the Board is not the local board or local planning committee.

Board Chair Keith Travis stated that in the past, the Board has sent plans back to the local planning committee for further work. Kyna Koch said the Board has the authority to intervene if it desires.

Jeff Mando disagreed that the Board has the authority to intervene because it was his view that the Board's role is to determine if the process has been followed.

Helen Mountjoy then added that either the Board thinks the best decisions are made at the local level or not. She pointed out that the votes at the local level were not close and said that the Board cannot vote to overturn a local decision if it was done following the rules.

David Webb emphasized that his only concern was that the Board stayed consistent with past practice.

Committee Chair Jeff Mando suggested that the Board vote on all the facilities plans except McLean County's. At this point David Rhodes moved approval of all plans except McLean's and Janice Allen seconded the motion. The motion carried.

Committee Chair Mando said that staff recommends approval of the McLean County facilities plan. Helen Mountjoy then moved to accept staff's recommendation and Hilma Prather seconded the motion. The motion carried. As follow-up to this discussion, Committee Chair Mando asked Mark Ryles to contact McLean County and advise them of the Board's concerns and elements of the discussion.

4. **Local District Facility Plan Amendments: Fleming, Grant, Hart, Mercer, Rockcastle and Trimble Counties.** Committee Chair Mando indicated that staff has certified that all the facility plan amendments are in compliance with the requirements of the law. Janna Vice then moved approval of all submitted facility plan amendments and Janice Allen seconded the motion. The motion carried.

Action/Discussion Items

1. **Removal of Emergency Declaration Designation from Covington Independent.** Committee Chair Jeff Mando recused himself from discussing and voting on this item due to his law firm's involvement with the Covington Independent School District. He turned the gavel over to Vice Chair Janna Vice to conduct the voting on this item. Ms. Vice indicated that Covington Independent has met the 2% requirement and asked for a motion to approve its removal from emergency declaration designation. David Webb so moved and David Rhodes seconded the motion. The motion carried.
2. **Granting a Waiver of 702 KAR 5:080 as requested by Montgomery County School District.** Committee Chair Mando explained that a request to waive the requirements of 702 KAR 5:080 from Montgomery County Schools was

submitted so that an employee could ride on the bus with an assistance dog. He went on to say that there was discussion in his conference call on the Committee's agenda items that if the Board continues to get more waiver requests of this nature, the regulation may need to be amended; however, he stated that this is only the second request in several years. At this point, Janna Vice moved to approve the waiver request from Montgomery County Schools and David Rhodes seconded the motion. The motion carried.

3. **Delay for One Year the Full Implementation of New Attendance Calculation Mandated by 702 KAR 7:125.** Committee Chair Mando reported that the request is to delay for one year the implementation of a provision from within the new attendance regulation. He asked Associate Commissioner Kyna Koch to walk through the request.

Ms. Koch explained the following:

- One of the major changes that was made when the attendance regulation was amended was to move from a tardy/full day/half day calculation to a minute by minute calculation.
- To implement this change, major changes to STI, the student accounting software, had to be made. The changes were more significant than the Department and STI anticipated when the regulation was passed. Additionally, the STI product was unstable over the last year.
- Some additional time is needed with the software before implementing another major change.
- The Kentucky Association of Pupil Personnel Directors has requested a delay of implementing this particular provision of the attendance regulation by one year until the 2006-2007 school year.
- Department staff intend to pilot it in numerous school districts during the 2004-2005 school year in order to prepare for the full roll-out.

At this point, Helen Mountjoy moved approval of the request to delay the provision within the attendance calculation for one year and Janice Allen seconded the motion. The motion carried.

4. **SEEK Transportation Funding Formula.** Associate Commissioner Kyna Koch reported that in the conference call with Mr. Mando about the Committee's agenda, it was determined that staff did not clearly communicate what it is trying to do within the staff note on this item. She then did a brief PowerPoint presentation highlighting the following:

- The transportation formula is a calculation within the SEEK formula. It proceeds SEEK in its years of existence.

- Four areas are considered in the transportation formula: the area of the district, the number of pupils transported, the pupil density and the cost of transportation.
- One factor working against districts is that the transportation formula is not fully funded by \$10 million. This has been a constant problem for years.
- Relative to the area of the district in square miles, one must take out the unserved areas. Staff recommends not to do this because these areas still come into play when transporting students.
- To get the number of pupils transported, several factors are used to calculate the net average daily attendance of transported pupils minus the handicapped factor. Students that live less than a mile from school are taken out but staff recommends these students be placed back into the formula because it is a safety issue in today's world.
- To calculate pupil density, the gross transported per pupil density per square mile and the net transported pupil density per square mile are calculated. The net transported pupil density per square mile is the basis for funding.
- Relative to the cost of transportation, it is problematic making sure districts code categories consistently.
- Relative to the depreciation schedule, the state is reimbursing districts through this schedule at more than the cost of the bus. The rationale for this was that if busses were maintained, districts should get rewarded. However, it really results in inequity based on geography. For the most part, eastern Kentucky districts are penalized. Staff recommends going back to a 100% approach for depreciation.
- Cost versus density is done separately for county and independent districts. Some districts experience very high costs because they only transport disabled students.
- Relative to calculated cost versus average cost, some districts get 114% of their cost and others get 83%. It is truly an efficiency formula. The difference can be seen in an example between Fayette County that is an extensive magnet district and transports students in a wide area versus Boone County where most students live where they go to school. The efficiency relative to cost range per counties is 68% to 136%. Perhaps parameters could be put around the range but staff is unsure what is best to do. The range for independents is 8% to 184%.

Committee Chair Mando pointed out that this is a statistical formula and not a regulation the Board generated. He felt there were two issues: (1) the General Assembly has not fully funded the formula and (2) the question exists as to whether the formula is an equitable one. Kyna Koch added that the question also exists whether fully funding the formula should come before making any other adjustments to the formula.

The following concerns were expressed by Board members:

- If the Board adjusts the formula there could be huge winners and losers.
- The Board needs to know the impact of the changes and see data on what the changes would produce.
- Staff has identified changes that make sense but have not deleted the inefficiencies.

Associate Commissioner Kyna Koch noted that what is not in the staff recommendations should be parameters on the range of the over- and under-funding.

Commissioner Wilhoit said he would not want to make any changes unless a cost analysis was run. He went on to say that he got a special request from several superintendents to participate in a conversation on this issue. He then recommended that a study group of superintendents look at this issue over the next couple months and then have staff bring recommendations back to the Board.

By consensus of the Board, Committee Chair Mando announced that Commissioner Wilhoit's suggestion would be implemented and asked staff to come back in February if the requested data was available.

Review Items

1. **702 KAR 3:030, Insurance Requirements.** Committee Chair Jeff Mando said that the change to this regulation was for efficiency. Associate Commissioner Kyna Koch added that currently districts certified to the Department that they are meeting the insurance requirements of this regulation and then staff looks at a piece of paper to determine if the districts are in compliance. She explained that the modification is to have the districts' auditors verify this with no paper being sent to the Department of Education. Mando clarified that the regulation will come back for final approval in February and said that the Local Superintendents Advisory Council supports it.
2. **702 KAR 5:110, Reimbursement for Vocational Pupil Transportation.** Committee Chair Mando also characterized this change as a good governance one. Ms. Koch indicated that the districts are now sending in a monthly report and noted the change would be to go to an annual report as is required for SEEK.

Mr. Mando shared that the Local Superintendents Advisory Council supports these amendments and said that it would come back for final approval in February.

3. **Status of the School Breakfast Program (SBP) in Kentucky.** Division Director Paul McElwain reported that five more schools are participating in the School Breakfast Program than last year and noted that there are only 10 schools not participating in the program. He stated that local boards and school councils have seen the benefit of the School Breakfast Program and emphasized his staff would continue to work on school participation.

Hilma Prather said that two schools jumped out at her that have a high percentage of free and reduced lunch students. She suggested that the Jefferson County members might want to use the bully pulpit to get participation at these schools. David Tachau went on to say he suggested that the Board find out what is going on at these two schools and others. Bonnie Lash Freeman commented that it might help if she visited those two Jefferson County schools.

The commissioner asked Paul McElwain to go with Ms. Freeman on these visits and help to set them up.

ANNOUNCEMENTS

Board Chair Keith Travis made the following announcements:

- The Board will meet for dinner tonight at 7:00 p.m.
- Holiday cards were purchased with private funds for the Board to send to its partners.

Thursday, December 9, 2004

CURRICULUM COMMITTEE MEETING

Action/Discussion Items

1. **704 KAR 7:120, Home/Hospital (Final).** Kentucky Department of Education staff Johnnie Grissom and Preston Lewis came forward for this presentation. They pointed out that the major change that occurred since the Board's last review of the regulation was on page 161 of the Agenda Book and cited lines 14-16 where language was revised in response to a concern from the Local Superintendents Advisory Council (LSAC) for more documentation to be available by the Admissions and Release Committee to show what criteria were used on which to base the placement decision. Staff went on to say that by federal law the Admissions and Release Committee must make the decision and

they indicated LSAC agreed with this language change. It was also pointed out that on line 17 the word “documentation” was added at the Board’s request.

At this point, Helen Mountjoy moved to give final approval to 704 KAR 7:120 and Janna Vice seconded the motion. The motion carried.

Review Items

1. **704 KAR 3:035, Annual Professional Development Plan.** KDE staff member David Cook cited the primary reasons for revising the regulation as alignment with the *No Child Left Behind Act*, alignment with current practice, and alignment of vocabulary with current practice. He shared that he met with the Local Superintendents Advisory Council (LSAC) and indicated they made a few minor recommendations including adding things to the list of items that do not qualify as professional development, such as site-based council training if the person is not a council member and KTIP mentoring training because this is part of a person’s job for which they receive compensation.

The Board made the following suggestions to consider when the regulation comes back for final approval to the February 2005 meeting:

- The LSAC emphasis on student learning was appreciated and it was requested that the definition of high quality professional development reflect this emphasis at each place in the regulation where appropriate.
- On page 179 of the Agenda Book, lines 9-11, the language needs to be clarified to read something like “a school district implementing a flexible professional development schedule shall award professional development credit for any given academic school year if the professional development experience is consistent with the district improvement plan and the individual’s growth plan”.
- A question was asked about the professional development requirement for paraprofessionals and concern was shared about their training and its quality. More information on this topic was requested to be sent to the Board.

Committee Chair Dorie Combs reminded Board members that this regulation will come back in February for final approval.

2. **Access and Quality in Dual Credit Programs.** Present for this topic was Deputy Commissioner Linda France, Linda Pittenger, Nick Brake and Rodney Kelly. Deputy Commissioner France pointed out that an example of students utilizing dual credit could be found from the news clippings where a student earned 37 credit hours of dual credit by high school graduation. She then turned the presentation over to Linda Pittenger who reminded Board members that dual credit programs come under the purview of work being done on refocusing

secondary education. She explained that staff is looking at strategies to ensure rigorous course work related to some next level of learning, such as dual credit, advanced placement and/or the international baccalaureate. Pittenger indicated that dual credit generally involves a school or schools and a postsecondary education partner. She characterized dual credit as being spotty around the state of Kentucky and said that a work group has been formed to examine the issues related to this area. Pittenger then introduced Dr. Nick Brake who is heading the work group and said the group is made up of various stakeholders that have an interest in this topic. She then turned the presentation over to Dr. Brake to review the work that is going on in the work group.

Dr. Brake shared the following:

- Dr. Brake works in the Owensboro Community and Technical College where the Discover Program allows for one fourth of the headcount to participate in dual credit. This program provides a carrot to students to continue pursuit of the postsecondary experience.
- On page 185 of the Agenda Book, issues being discussed by the work group are listed. However, the following ones were highlighted:
 - The issue of access – Geography affects this immensely and the desire is to provide access in all areas of the state.
 - Student preparation, standards and curriculum – Somewhat of a misalignment exists between the secondary and postsecondary levels that affects readiness for college. How to provide a diagnostic opportunity for students to let them know where they stand regarding math, reading and language skills relative to placement is a great need.
 - Faculty certification – An issue exists in dealing with the Education Professional Standards Board on the certification of college faculty to teach high school students. The work group would like to see it changed so that if a person teaches at the college level they would also be able to teach high school students.
 - Funding – The problem of students paying tuition deals with the have/have not problem. Parents who can afford to pay do, but at the Owensboro Community and Technical College tuition is waived for about 700 students in the Discover Program because these experiences are powerful for the average and at-risk students.

Relative to the policy questions on page 186 of the Agenda Book, Committee Chair Dorie Combs summarized that the Board agrees it should support the Department's plans to develop a comprehensive state level policy to support increased access and participation in dual credit programs; it supports the Board engaging the postsecondary level through the P-16 Council to discuss the adoption of a comprehensive policy to support increased access and participation in all types of credit-based transition programs and it agrees the next phase of this

work should examine advanced placement and international baccalaureate programs.

3. **Building a Strong Foundation for School Success: Kentucky's Early Childhood Continuous Assessment Guide, Quality Self-Study Guide and Parent Guides.** Branch Manager Annette Bridges addressed this topic and reminded the Board about the many tools available for early childhood providers that will assist them in providing a quality education for young students. She talked about Kentucky's Early Childhood Standards, the Early Standards Parent Guides, Kentucky's Early Childhood Continuous Assessment Guide and noted that the final piece is the Quality Self-Study. She emphasized that all the documents are designed for all early childhood programs within the state.

Helen Mountjoy commented how proud she is of the work the Department has done in the early childhood area and of the tools available for parents and providers. She thanked staff for the hard work done to produce these.

Bonnie Lash Freeman asked for a timeline to roll the Quality Self-Study out to the field. Annette Bridges replied that it is on the Department's website and said staff is sending it out on request. Bridges noted that letters are going to agencies letting them know of its availability. She went on to say that training on the standards, assessment and parent guide start in January and noted that in June the Early Childhood Institute will occur.

REVIEW OF KENTUCKY'S WRITING ASSESSMENT

Assessment Committee Chair Hilma Prather emphasized that consideration of improvements to the writing assessment has been a lengthy process involving wide levels of input. She said the process is moving forward and expressed her appreciation for all the work done by staff. Board Chair Keith Travis added his thanks to Ms. Prather for her coordination of the discussion involving these improvements.

At this point Department staff Starr Lewis, Nancy LaCount, Cherry Boyles and Linda France came forward and gave the Board a chance to ask questions about the proposed configuration and improvements to the writing assessment found on pages 193 to 226 of the Agenda Book. The following concerns and questions came forward:

- Concern was expressed about moving the portfolios to grade 11 because this could create all types of psychometric issues.
- A terminology problem of calling the assessment at grade 12 a literacy assessment could exist and staff needs to be careful about what it is labeled.
- Most concerns expressed were about the ramifications of the impact of the changes on other areas of assessment and not on advocating for the withdrawal of the portfolio from the accountability program.

- Since so much has been heard about the senior year being wasted time, it is hard to consider not doing both on-demand and portfolio the senior year as a culminating project. Perhaps the portfolio could be collected the first semester of the senior year.
- The professional development plan for the writing assessment changes is not fully developed and needs to handle any possible confusion with the changes.
- Relative to the weighting for portfolios versus on-demand, the decision must be focused on what research tells us and on what good writing instruction is.
- The majority of the Board seemed to support the 50/50 weighting proposal.

Hilma Prather reminded Board members that there will never be consensus in the field on the changes to the writing assessment. She emphasized that the system will never be perfect but noted the goals should be to eliminate the majority of inappropriate practices through the improvements the Board is considering. At this time Prather summarized what she had heard in the discussion about the writing assessment improvements as follows:

- An increased focus on analytical writing needs to be evident.
- A specific outline of professional development activities to assist teachers with being comfortable with the changes is needed for the Board to see. The Board needs to see what the Code of Ethics might look like and what improvements could be handled through this revision.
- The minimum number of entries in a portfolio that would be valid and reliable needs to come from the National Technical Advisory Panel on Assessment and Accountability (NTAPAA).
- The Board needs to know whether all types of writing are appropriate for younger children and if there is a logical progression in the types of writing.
- The Board needs to know the impact of moving the writing assessment to other grade levels on the other content areas.

For the January 5, 2005, meeting it was agreed that the majority of the meeting would focus on the writing assessment improvements. Also, Department staff will prepare a chart of tentative agreements to focus the discussion.

INTERNAL BOARD BUSINESS

Board Chair Keith Travis indicated that the Board had experienced three different meeting formats with the intent being to choose the one that best accomplishes the work of the Board. After discussing each of the formats, no clear consensus existed on which

format should be implemented and thus, Chair Travis indicated that the Board would make a decision on meeting format at the January 5, 2005, meeting.

JOINT MEETING WITH THE NATIONAL TECHNICAL ADVISORY PANEL FOR ASSESSMENT AND ACCOUNTABILITY (NTAPAA)

A joint meeting between the Kentucky Board of Education and National Technical Advisory Panel for Assessment and Accountability (NTAPAA) was held from 1:00 to 3:00 p.m. for the purpose of dialoging with and securing the advice of NTAPAA as the Board considers improvements to the writing assessment. It began with the introduction of NTAPAA members as follows: Dr. James Catterall, Chair; Dr. John Poggio; Dr. Bob Linn; Dr. David Miller; and Dr. Andy Porter. Kentucky Board of Education members then introduced themselves with all being present except Jeff Mando and Tom Layzell.

The following issues were posed for NTAPAA's response:

- What happens to established progress lines with changes to the writing assessment?
- What are the validity of scores in the past relative to those of the future?
- If a weight change occurs on the portfolio and on-demand, how does it affect the integrity of the academic index?
- On the scoring method, how far can we push change without changing the starting point?

Responses – Dr. Bob Linn replied that if the writing assessment was kept in the same grades but the weights changed, it would be a fairly straight-forward change. However, he said that if the grade levels are changed, a new starting point would be required affecting the trend line. He went on to say that changing the number of entries is an intermediate change and it would depend on how much change occurred. Linn said that a study could be done to analyze whether a change in trend line would be needed. He characterized a change in the portfolio from 5 pieces to 3 or 4 as being workable, but noted a change from 5 to 2 as not being workable. He went on to say that a change in scoring method would be a drastic change and require a new trend line.

Dr. Catterall then said that in the past it has been discussed that keeping things consistent is ideal; however, over the last six years the system has experienced change because we wanted to measure things more accurately. Relative to practices in other states, Dr. Catterall said that in California science is coming on-line and the change was very informal to add on to the current trend line. Dr. Bob Linn added that in Florida no major changes were made in their trend lines for the federal accountability system but he noted that in other states where no testing in reading and math in grades 3 through 8 existed, two sets of books are being carried, one for the state results and one for the federal.

Dr. Andy Porter then responded that the issues of reliability and validity relate to the rubric being clear and valid plus proper training to use the rubric. He said that analytical or holistic scoring can be done well or poorly. He went on to say that if the correct procedures are followed either method will work. Porter continued that if the Board moves to analytical scoring and has two readers, as to the question of whether to average or add their scores, it is just important to always be consistent and do the same procedure each time. He also said that this only deals with one portion of reliability and noted that enough pieces of student work must exist for reliability purposes. Porter commented that a one-item test is not reliable even if there are reliable raters and emphasized that enough samples of student work must exist.

Next, the NTAPAA was asked to address the purpose of the assessment as well as the number of pieces that are reliable. The following responses were given:

- Dr. Andy Porter responded that good writing in Kentucky as far as the assessment should reflect what the Board wants students to know and be able to do. He said that if different types of writing are included in the standards, these must be included in the assessment. Porter also noted that the question must be answered as to whether the desire is to know if the student is a good writer or a good writer in each form of writing. Regardless, Dr. Porter emphasized that there must be enough samples in the subcomponents to get adequate reliability.
- As to how many pieces are needed for reliability to know how well Kentucky students write, Dr. Porter replied that 3-4 prompts would be required and noted that the issue of whether the Board wants to report for the individual student or at the school level comes into play.

Discussion went back to the benefits of holistic versus analytical scoring. The following comments were made by NTAPAA members:

- Dr. Porter said he preferred analytic scoring because holistic scoring requires judgment and can be problematic.
- Dr. Poggio shared that what is gained through analytic scoring is diagnostic information. He said that in holistic scoring the assumption is that if the score is good, the student is good in every aspect.
- All NTAPAA members agreed that the big point is to determine what traits are included in the analytical scoring and how these are weighted.
- As to the question of whether scoring locally could be done by the analytic method and then for state accountability using the holistic method, Dr. Bob Linn said that if the scoring is analytic at the student level, it could be combined with the holistic in some way. However, Dr. Andy Porter said if analytic is used in the beginning, there really is no reason to change to holistic at the state level.

The next topic of discussion was whether to entertain student choice in the writing assessment and how this could affect reliability. NTAPAA members gave the following comments:

- Dr. David Miller stated that a negative effect on reliability occurs as students are given more choice.
- Dr. Andy Porter replied that if students are allowed to make choices that result in a bad sample of what they know and are able to do it can affect reliability.
- Drs. Porter, Miller and Poggio pointed out that choice can occur within a genre of equal items.

The number of pieces within the portfolio that could be used with acceptable validity and reliability was the next topic of discussion. The following comments from NTAPAA were made:

- Dr. Andy Porter expressed that 3 or 4 portfolio pieces would be acceptable.
- Dr. John Poggio agreed that 3 or 4 pieces would be acceptable blended with the analytical scoring model if assessing at the individual level. Poggio noted that if assessing at the school level, one form of work would suffice.
- As to the question of how to score a four-piece portfolio with analytical scoring, Dr. Andy Porter stated that each piece would be scored and then they would be averaged across the pieces.

An inquiry was made about how many scoring levels should exist. Dr. Bob Linn replied that most states use at least six.

The discussion moved on to the issues the Board needs to be aware of when moving from using paper/pencil administration of the writing assessment to using the computer for administration. The following comments were made by NTAPAA members:

- Dr. Andy Porter noted that the biggest plus states get when they move to using the computer is that time can be saved by letting the student go just to the level where accuracy exists and then the student is able to move on to the next part of the test.
- Dr. John Poggio commented that the thought process is impacted and said students will not compose as well as the computer unless they are experienced at doing this. He advised that tutorials, practice tests and limiting the amount of scrolling on a computerized version would be needed.
- As to whether groups of students taking the test via the computer and others taking it via the paper/pencil method can be compared, Dr. Poggio indicated this is not a problem and advised that Kentucky should keep moving forward with its

assessment. He did advice that comparability studies could be done if the software has advantages and disadvantages. However, he noted that we must live through a time of inequities to get to a total on-line assessment.

The next area of inquiry had to do with the writing portfolio, the way it is currently scored and the weighting of the kinds of elements in the scoring. NTAPAA members responded as follows:

- Dr. Poggio responded that in Kansas the weights given to the voice, mechanics, etc. within the portfolio are determined by experienced teachers.
- Dr. Bob Linn indicated that this is a judgmental call but noted usually a weight of 2 to 3 times more is given for quality rather than conventions.

The discussion then moved on to quality required for the rater or scorer of the writing assessment. NTAPAA members had this advice:

- Dr. Andy Porter indicated that the raters must know their subject matter and should be able to do well on the test themselves. He stated that the raters must be trained to do the scoring and constant checking must occur as to whether they are rating the entries the way it was intended.
- Dr. John Poggio explained that most companies require raters to have 60 hours of college credit or a bachelor's degree plus the scoring training. Dr. Poggio went on to say that in states using in-state teacher scoring, most have one to one and half days of training with lots of assessing/reliability checks on the accuracy of the raters.

NTAPAA members were asked to comment on any areas that needed improvement in Kentucky's system. The following comments were made:

- Dr. Andy Porter said that the state has done wonderful work and is a leading state in the assessment area. He suggested some type of computer-adapted system in order to reduce testing time.
- Dr. James Catterall noted that the Kentucky Department of Education has anticipated issues well and sought NTAPAA's guidance over time.
- Dr. Andy Porter stated that revising the content standards is a real strength and said that a need exists to focus on and do fewer things well.

The question was then posed to NTAPAA as to what they see in other states that are on the leading edge of assessment. NTAPAA members responded as follows:

- Dr. Poggio replied that he is seeing end-of-course testing at the high school level, the use of technology for instruction and testing and the continued review and

revision of standards to be more specific. He noted that writing assessment will be the most problematic area that the Board has to face.

Next NTAPAA members were asked what teachers would need if the Board incorporates changes to the writing assessment that were discussed today. The following comments came from NTAPAA members:

- Dr. Poggio emphasized that the Board will have to commit to support teachers through staff development.
- Dr. Andy Porter stated that it is all about spending professional development dollars on what works.

The final issue had to do with the weighting of portfolios versus on-demand. The following comment was made by an NTAPAA member:

- Dr. Bob Linn responded that he was comfortable with moving to a 50/50 weighting.

Board Chair Keith Travis thanked NTAPAA members for being present and for their advice.

2005 LEGISLATIVE AGENDA OF THE KENTUCKY BOARD OF EDUCATION – PREVAILING WAGE

Board Chair Keith Travis indicated the Board had tabled its consideration of whether to add prevailing wage to its 2005 Legislative Agenda at yesterday's meeting. At this point, Helen Mountjoy moved to remove the issue from the table and Hilma Prather seconded the motion. The motion carried.

As to the support of prevailing wage by other partner groups, Kevin Noland and Bonnie Brinly checked with others and found that prevailing wage is on the legislative agenda of the Kentucky Association of School Superintendents, the Kentucky School Boards Association and the Kentucky Association of School Administrators.

The question was then called on the original motion to endorse legislation that suspends the prevailing wage requirement for school construction for 2-5 years to study the impact. The motion carried by a 6-4 vote.

Board Chair Travis asked staff to send an updated list of the legislative agenda to all members.

INTERNAL BOARD BUSINESS

The following items of internal board business were conducted:

Janice Allen moved to approve the travel of David Webb, Dorie Combs and Hilma Prather to the NASBE study groups and committee meetings. Janna Vice seconded the motion and it carried.

ADJOURNMENT

At 3:25 p.m., Hilma Prather moved adjournment of the meeting and David Rhodes seconded the motion. The motion carried.